Next Meeting:

Thursday,
December 11, 2008
at Salt Lake City
School District.
The meeting begins
at 9:30 am and
lunch will be
served.

Upcoming Events:

Utah Association for Gifted Children Annual Conference January 29th-31st

Otah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200 November 13, 2008 SLCSD 9:30 am to noon

Gifted and Talented

Coordinators Meeting
Kay Erwin, Murray District Conducting

Attendees: Kay Erwin, Murray; Mary Lynn Lewis, Nebo; Sheri Sorensen, Granite; Valerie Pack, Iron; Shannon Wilson, Salt Lake City; Sue Savage-Sakashita, Salt Lake City; Teri Mattson, Jordan; Barbara Langford, Alpine; Amy Salyer, High—Ability Initiative Project; Suzanne Allison Ferre, Ogden; Mary Kay Kirkland, Box Elder; Jonette Wheeler, Cache; Moya Kessig, USOE; Chris Fournier, Park City; Paul Shepherd, Granite; Ginny Smith, Provo.

<u>Introductions</u>: Kay Erwin, Murray School District, conducted the meeting and had the Gifted and Talented Coordinators introduce themselves.

<u>CUSAP Project</u>: Each school district in the state develops and submits, to the USOE for review annually, a plan for educating gifted and talented students according to Board Rule R-277-711. After reviewing the plans from previous years, there is a need to review the requirements and streamline the process. Moya Kessig, USOE, requested if anyone was interested in working on the project to e-mail her before Dec 1, 2008.

High Ability Initiative Project Update: Amy Salyer, Project Director, introduced Matt Fuller, who is the technology specialist for the project. Since the project is a state -wide initiative, there was a review of how the geographic regions were established and who serves on the Advisory Committee from each region.

The Steering Board met on November 7, 2008 to discuss several options for interactive technology to support the program's vision and goals. The discussion centered on the following key considerations: teacher needs, infrastructure, and budgetary issues. The Board selected proposal C which was the unified laptop deployment model. Matt Fuller, technology specialist, reviewed the technology timeline with the coordinators and anticipates that infrastructure deployment will begin December 1st and by Dec 8th training could begin for teachers and coaches.

Amy Salyer indicated that seven districts will be participating in the project and a total of 46 teachers. The next step is to find coaches for the teachers in the project. Ms. Salyer requested the coordinators provide her with names of possible teachers who would be outstanding coaches. She will be sending out coaching applications to the G/T Coordinators as well as the Curriculum Directors.

<u>SUU Endorsement Update</u>: Moya Kessig thanked Val Pack for her help in contacting Dr. Prent Klag at SUU. The Board of Regents will be recommending SUU's endorsement program to the USOE. Once the recommendation is received SUU can begin recommending candidates for G/T endorsements.

January Wimba Meeting: Washington County School District is hosting the first WIMBA meeting. They will send instruction on how to access the meeting. It was suggested that a practice session be held before the "official meeting" takes place. If G/T coordinators wish to meet, Sue Savage-Sakashita will arrange for a room and technology support at Salt Lake District.

December Meeting Speaker: Dr. Scott Hunsaker will be the guest speaker at the December meeting. He will be discussing underrepresented population in Gifted Programs. Dr. Hunsaker requested that people read the article, <u>Underrepresentation in Gifted Education: How Did We Get Here and What Needs to Change?</u>
The December meeting will be a lunch meeting.

UAGC Report: Sheri Sorensen, Granite District, informed the group that the registration for the G/T conference in January should be out in approximately two weeks. There were a number of problems with the on-line registration forms last year, and this year the registration forms will be available at the UAGC website. The theme for this year's conference is Teaching for High Potential: Rescuing an Underserved Population. The conference will be January 29th-31st additional information is available at UAGC.org. If any of the G/T coordinators are interested in presenting at the conference, please submit a proposal by Dec 1,2008.

Sheri Sorensen strongly encouraged people to fill out nominate forms for the following awards: Jewell Bindrup, Calvin W. Taylor Outstanding Educator, Sally M. Todd Local Leadership, UAGC Community Contribution, and Nicholas Green Distinguished Student. All nominations are due December 1, 2008.

If any of the G/T coordinators are interested in presenting at the conference, please submit a proposal by Dec ember 1, 2008.

NAGC Conference Session Summaries:

Productive Scholars

Kaplan identified behaviors that are necessary in becoming a Productive Scholar and a process to help students overcome frustration, strategies to deal with the frustrations and how to enhance intellectual development in high ability learners.

Timesaving Assessment Strategies for Middle School

Heacox discussed pre-assessment strategies both formal and informal, on-going assessment strategies, summative assessment and statewide competency tests. There is a need for more informal assessments in the middle school. The session reviewed many assessment strategies such as, walkabouts, knowledge rating scale, learning logs, triple entry journal, and student's self-assessment. Assessment formats in differentiated classrooms should allow for student choice, greater levels of challenge or complexity, and concrete or abstract applications.

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Assessment for Identification

Scenarios were presented that illustrated inefficient identification procedures. The presenter discussed off-level testing, why it should be considered, and a rationale for use in the identification process. According to the presenter the real issue is to distinguish between accomplishment and potential. A key recommendation is to use the same aptitude measures with all student, but different cutoff scores when identifying minority or under-presented students most likely to profit from intensive instruction. If this was done, it would put students with potential in programs that were designed to take students to higher levels of accomplishment.

The Biggest Losers: Gifted Children in Today's Inclusionary Schools

Jim Delisle uses poetry to advocate for gifted students. He discussed the age-old misperception that "smart kids can take care of themselves" and other issues facing gifted programs.

Instructional Leadership and Gifted Programs

This session built a common understanding of teacher leadership based on theory and practical application. Teacher leaders fill a myriad of roles i.e., professor, politician, coach, statistician, and each role requires a person to use different strategies. The strategies were developed to enhance and sustain teacher leadership. Conference participants were encouraged to try different strategies and see what would happen in the school/district.

Teaching for Possibility: Recognizing & Developing Capacity in Low Income & Minority Learners

The key components of this session were to have teachers do the following: work from a fluid mindset; develop a relationship with students; and adapt to the students. Student success comes from effort and hard work. Teachers need to believe that most students can do most things. Ensure pedagogy of plenty; expect to fill in the blanks; understand the role of race & poverty in achievement. Providing all students' access to the school's best curriculum, with support for those who struggle, gives students the opportunity to achieve based on high learning standards. Teachers need to be warm demanders; be there for the long haul and expect highs and lows; and take a stand for developing capacity in all students.

5 Fundamentals of Gifted Education

Karen Rogers synthesized the five fundamentals of gifted education which are:

- 1. Equity and excellence (cast a wide net)
- 2. Research-based practices
- 3. Support teachers
- 4. Policy for structure and advocacy
- 5. Value for the differences and uniqueness of student

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Perfectionism and the Gifted: Research Findings and Implications for Gifted Education and Counseling

There were eight research studies reviewed including the findings and implications for school personnel. What can parents do to help tame perfectionism in children? Here are some helpful hints that are good for all bright children:

- Rescue children from the burden of always being right and never having to struggle in school.
- Look at your own behavior.
- * Examine what you do expect your children to attain.
- Be sure tha<mark>t you talk more about</mark> effort and progress than level of performance.
- * Acknowledge small steps.
- Never imply that the outstanding performance you applaud has anything to do with your love.
- Assure your children that they will not fall off a cliff if they don't succeed or win a contest. Failure is all part of the learning process.
- * Hug them frequently and randomly, not just when they've done something special!

G/T Coordinators who attended the conference also shared the handouts they received at the conference.

<u>District Issues</u>: Discussed the need to help and train G/T teachers on how to work with twice exceptional students. Many times there are special educational resources available to help support the teachers.

Thank you to Sue Savage-Sakashita for providing a meeting space.

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